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Parents as Teachers Impact on School Readiness

Parents as Teachers: Ready for School, Ready for Life

The foundations of lifelong health are built early as rapid brain development occurs during the prenatal period and throughout the first five years of life. Responsive parent-child relationships and language-rich experiences help build a strong foundation for school readiness and success.¹ As their child's first and most important teacher, parents play a crucial role, and communities need a proven intervention that better supports parents in promoting their child's health, early development, literacy, and learning: home visiting.



Children in Parents as Teachers enter kindergarten ready to learn and achieve school success into the elementary grades.

- Children in Parents as Teachers score higher on measures of initiative, achievement, language ability, vocabulary, social development, persistence in task mastery, and other cognitive abilities.^{2,3,4,5}
- Parents as Teachers combined with quality preschool education closes opportunity gaps between low-income and more economically advantaged children at kindergarten entry.⁶ Over 75 percent of Parents as Teachers children were rated by their teachers as ready for kindergarten.⁶
- Teachers rate Parents as Teachers children significantly higher on multiple developmental indicators of school readiness: emotional well-being, fine motor skills, expressive and receptive language, and social competence.⁷
- Children in Parents as Teachers showed better receptive language skills at 15-month follow-up, compared to children not in Parents as Teachers.⁸
- Children with sickle cell disease who participated in Parents as Teachers improved their expressive language skills.⁹
- Children in Parents as Teachers score higher on standardized measures of reading, math, and language at kindergarten entry and later grades.^{3,10}
- Parents as Teachers children require half the rate of remedial and special education placements in 3rd grade.^{11,12}
- Parents as Teachers children perform significantly better on school standardized tests for reading, comprehension, phonics, and math.¹³ English language learner students also significantly improved their English language abilities, including reading and writing.¹³



- Parents as Teachers children were less likely to be chronically absent from kindergarten than children not in Parents as Teachers.¹⁴ When children were enrolled for 12+ months and/or had an average of 2+ visits a month, their likelihood of chronic absenteeism decreased.¹⁴
- Parents as Teachers children have significantly lower average rates of absenteeism and a lower number of suspension days.¹³
- In German-speaking Switzerland, children in Parents as Teachers show better German skills, higher self-regulation, and fewer behavioral problems in the first year of kindergarten.¹⁵
- Parents as Teachers shows a significant positive impact on children's talking, listening, and understanding skills at 6 months and talking, playing, and leisure skills at 12 months.^{16,17}
- When Parents as Teachers children were enrolled for 12+ months and had an average of 2+ visits per month, they had higher kindergarten readiness scores than children not in Parents as Teachers.¹⁴
- Children in Parents as Teachers who received 5-12 visits or 13+ visits were more likely to score 'proficient' or 'advanced' on a third-grade standardized assessment of English Language Arts than those who received 1-4 visits.¹⁸

Caregivers in Parents as Teachers are involved in their children's schooling and help promote their child's early literacy and language development.

- Parents as Teachers families are more likely to read aloud, tell stories, say nursery rhymes, and sing with their children.²
- More than 75 percent of caregivers in Parents as Teachers report taking their child to the library regularly and modeling enjoyment of reading and writing.¹⁹
- Caregivers engage in more language and are more likely to promote reading in the home.²⁰
- Parents as Teachers families have more books in the home.³
- Average parenting quality and interactive reading scores increase after involvement in Parents as Teachers.^{14,21}
- Caregivers in Parents as Teachers are more likely to request parent-teacher conferences (63% vs. 37%).²⁰
- Caregivers are more likely to enroll their children in preschool, attend parent-teacher conferences, be involved in PTA/PTO meetings and school events, volunteer in the classroom, and talk with their child's teacher.^{10,20}
- Parents as Teachers caregivers show significant improvement in reading to their child every day at 6- and 12-month follow-up.^{16,17} A higher percentage of Parents as Teachers parents read to their child every day, compared to parents not in Parents as Teachers (42% vs. 34%).¹⁷
- Families participating in FACE, an American Indian early childhood program including Parents as Teachers, improved the number of children's books in their home by the end of the program year.²² 70% of parents participating in FACE reported that the program helped them learn how to encourage their child's interest in reading.²²
- Caregivers engage in more language and are more likely to promote reading in the home.²⁰



Growing a child's love of reading

“Parents as Teachers has been a life changing program for my child and me! I feel empowered during every encounter. The parenting tips Maria, our parent educator, provides are all so insightful and respectful of my culture and faith practices. The books received for my child provided me with additional literary works to continue to nourish her love of reading. Variety is key and Maria did a great job of providing me with Spanish and English books because she knows how important it is for me to raise my daughter in a bilingual setting. Maria truly listens to my child’s academic and developmental needs. I will be forever grateful for this amazing program.”

— Parent at Southeastern Idaho Public Health (Pocatello, ID)

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